**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_\_\_\_\_\_\_\_Maniac Magee\_\_\_\_\_\_\_\_ TIME FRAME: \_\_\_\_\_\_\_2 weeks\_\_\_\_\_\_\_\_ TEACHER: \_Benita Arrington\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Maniac Magee is the perfect book for a fifth grade class. It touches on racism, bullying, homelessness, being different, having special gifts, teaching others to read, and the value of finding true friends, all in the package of a wonderfully engaging story with unforgettable characters. The theme of this book also tie together nicely with the study of place and home. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RFS5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RFS5.4:** Read with sufficient accuracy and fluency to support comprehension. | | **Writing**  **W5.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | **Speaking and Listening**  **SL5.1c:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | |  | | --- | |  |   **Language**  **L5.4a:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| How will I be able to create images of a character? | | | Find similarities and differences in stories from various stories. | | |
| How will I be able to identify the relationship between the types of comprehension questions and where to find the answers? | | | Write responses to a variety of literature. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  **Stories:**  ***Maniac Magee***  Compare yourself to Jeffrey from the story ***Maniac Magee.*** Create a Venn diagram to show your similarities and differences. | **Writing Tasks**  Write a sequel to ***Maniac Magee.*** Write a different ending for the story, predicting what might happen if the story were to continue.  **Reading Portfolios**  Rather than having my students follow a traditional “book report” model, the following series of activities will guide students through the process of creating what I call a **Reading Portfolio.** Portfolios will be broken into the following sections:   * Initiating Activity * Mini-Lessons * Comprehension Questions/Vocabulary * Sketching & Journaling * Final Project | | **Discussion Tasks**  Write in your journal about what you think the difference is between an inference and an assumption.  How do you think Jeffrey felt when he ran away?  How can we educate our fellow students about recognizing and dispelling assumptions about people who are different?  What does it feel like to be in Maniac’s shoes? | | **Language/Vocabulary Tasks**  **Vocabulary Cube:** Each student will write down the vocabulary words on different squares (given by the teacher). On one side of the squares will be the vocabulary words and the other side the students will write the definitions. The squares will form a cube. In groups, the students will toss the cube to a student. Whatever word or meaning lands on the top, the student must give the meaning or word for it. Points will be given to teams that give correct answers.  **Vocabulary Floor Team Game:** Make a chart of the vocabulary words (laminate if possible). Each student will toss a bean ball onto the chart. Whatever word it lands on must be used correctly in a sentence. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| **Teacher-made tests** | | **Center-based activities**  **Think-Pair-Share**  **Exit Tickets** | | **Teacher-made Unit test** | |

**Vocabulary**

**legacy trolley scraggly deserted grungy**

**commotion infamous cardinal mirage scanned**

**automatically runt pandemonium lumbered blemish**

**befuddled lingered hoisted solemnly quiver**

**blotches pulpit gingersnap vacant unbeknownst**

**veering blaring clotted gawked coot**

**pickpocket testimony cunning leering escort**

**minor prompt recognition piped dumbfounded**

**stubble weariness robust repertoire anxious**

**climax preposterous deputized pursuers proclaimed**

**meandering crudely stoic mourner pallbearer**